INDIAN SPRINGS HIGH SCHOOL
2024-2025 School Accountability Report Card
(Published During the 2025-2026 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.
	- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/
	- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/
	- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2025-26 School Contact Information

School Name	INDIAN SPRINGS HIGH SCHOOL
Street	650 N. Del Rosa Dr.
City, State, Zip	San Bernardino, CA 92410
Phone Number	(909) 383-1360
Principal	Jacob Rosario
Email Address	jacob.rosario@sbcusd.k12.ca.us
School Website	https://indiansprings.sbcusd.com/
Grade Span	9-12
County-District-School (CDS) Code	36678760125450

2025-26 District Contact Information

District Name	SAN BERNARDINO CITY UNIFIED SCHOOL DISTRICT
Phone Number	(909) 381-1110
Superintendent	Mauricio Arellano
Email Address	mauricio.arellano@sbcusd.k12.ca.us
District Website	www.sbcusd.com

2025-26 School Description and Mission Statement

Indian Springs High School opened in 2012 and is the newest of nine high schools in the San Bernardino City Unified School District. The school serves students in the southern portion of the city of San Bernardino and the western portion of the city of Highland. It has 102 classrooms, a library, a gymnasium, a multipurpose room, theater and an administration office, providing ample space for instruction. The school provides students with rigorous and relevant coursework that will prepare them to graduate and be ready to enter the career or college of their choice.

Indian Springs is an urban school serving predominantly Hispanic and African-American students with relatively low means of income. The mobility rate of students in this area is relatively high due to many factors such as low employment rates and

2025-26 School Description and Mission Statement

housing that consists mostly of rentals and apartments.

Vision - We will provide an equitable learning experience and school culture that leads to: All students graduating college and career ready; highly rigorous and intentional instruction; graduate with high levels of self-efficacy; community minded graduates; culturally responsive graduate. Slogan - "I am. We are. Indian Springs Coyotes"

Mission - We will build partnerships and create real world experiences for all Indian Springs High School students, to be invaluably prepared to charge into today's world after graduation. We prepare our students to be resourceful competitors who can achieve their goals and have a positive impact in the local and global community.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	497
Grade 10	469
Grade 11	409
Grade 12	435
Total Enrollment	1,810

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.8
Male	53.1
Non-Binary	0.1
American Indian or Alaska Native	0.1
Asian	1.9
Black or African American	8.6
Filipino	0.3
Hispanic or Latino	85.7
Native Hawaiian or Pacific Islander	0.1
Two or More Races	1
White	1.8
English Learners	14.3
Foster Youth	0.8
Homeless	13.4
Socioeconomically Disadvantaged	97.2
Students with Disabilities	16.1

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	68.9	79.25	1973.3	82.38	234405.2	84
Intern Credential Holders Properly Assigned	1.9	2.29	24.8	1.04	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	6.9	7.98	113.7	4.75	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.6	1.94	54.8	2.29	11953.1	4.28
Unknown/Incomplete/NA	7.3	8.49	228.7	9.55	15831.9	5.67
Total Teaching Positions	86.9	100	2395.5	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	62.5	75.45	1971.2	83.53	231142.4	83.24
Intern Credential Holders Properly Assigned	1	1.21	53.5	2.27	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.7	4.47	144.4	6.12	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.8	2.19	52.4	2.22	11746.9	4.23
Unknown/Incomplete/NA	13.8	16.65	138.1	5.86	14303.8	5.15
Total Teaching Positions	82.9	100	2359.9	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	59.1	71.82	1855.2	78.51	230039.4	100
Intern Credential Holders Properly Assigned	1.3	1.61	68.6	2.91	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	4.3	5.31	184.9	7.82	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.1	1.42	65.9	2.79	12112.8	4.34
Unknown/Incomplete/NA	16.3	19.81	188.3	7.97	13705.8	4.91
Total Teaching Positions	82.4	100	2363	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	1.00	2.9	2.5
Misassignments	5.90	0.7	1.8
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	6.90	3.7	4.3

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	1.60	1.8	1.1
Total Out-of-Field Teachers	1.60	1.8	1.1

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	10.1	1.6	3.1
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.7	2.2	1

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

High school textbooks adopted by the San Bernardino City Unified School District Board of Education are standards-based and rigorously reviewed by San Bernardino City Unified School District textbook adoption committees to assure that selections will meet the unique needs of all learners, including English language learners, advanced learners, at-risk students and special needs students. Textbooks are usually adopted for an eight-year cycle.

Each school purchases textbooks for all students to use in class and to take home. Prior to the purchase of materials for the upcoming school year, an inventory is completed so that sufficient materials are available for the new school year. An inventory is completed for each classroom and reported to the principal. This inventory was completed in March/April each year to prepare for the following year.

Year and month in which the data were collected	June 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Harcourt: Collections (2016) California State University: Expository Reading and Writing Course (2014)	0
Mathematics	CPM Core Connections Integrated 1 (2025) CPM Core Connections Integrated 2 (2025) CPM Core Connections Integrated 3 (2025) Bedford, Freeman, & Worth Publishing Practice of Statistics, Seventh Ed. (2025) CPM Calculus (2025) CPM Precalculus (2025) California State University: MRWC Theme 1, Theme 2a, Theme 2b, Theme 3* (2025)	0
Science	Pearson: Experience Biology: The Living Earth (2020) Pearson: Campbell Biology (2020)	0

	Pearson: Human Anatomy & Physiology 11th Edition (2020)	
	Pearson: Experience Chemistry in the Earth System (2020)	
	Oxford University Press: Chemistry International Baccalurate/MYP (2020)	
	Oxford University Press:IB Sports (2020)	
	OpenStax: Physics AP (2020)	
	Discovery Education: Physics of the Universe (2020)	
	McGraw-Hill: Chemistry (20200	
History-Social Science	Pearson: My World Interactive World Geography (2018)	0
	Pearson: Psychology, 4th Edition-Elmhorst, Minter, Ciciccarelli, White (2018)	
	Pearson: The Cultural Landscape: An Introduction to Human Geography, 13th Edition-Rubenstein (2018)	
	Bedford, Freeman, & Worth Publishing: Ways of the World with Sources, for the AP course, 4th edition-Strayer and Nelson (2018)	
	Pearson: California World History: The Modern World (2018)	
	Bedford, Freeman, & Worth Publishing: Psychology for the AP Course, 3rd Edition-Myers (2018)	
	Bedford, Freeman, & Worth Publishing: America's History, For the AP Course, 9th Edition-Hennretta, Hinderaker, Edwards and Self (2018)	
	Pearson: California United States History: The Twentieth Century (2018)	
	Bedford, Freeman, & Worth Publishing: American Government Stories of a Nation (2018)	
	Pearson: California Economics Principles in Action (2018)	
	Pearson: California Magruder's American Government (2018)	
	Oxford University Press: Oxford IB Diploma- Rights & Protest, The Move to Global War, Conflict and Intervention, Causes and Effect of 20th Century Wars, The Cold War: Superpower Tensions & Rivalries, Authoritarian States, History Amercias: 1880-1981 (2018)	
	Oxford University Press: Oxford IB Diploma- Rights & Protest, The Move to Global War, Conflict and Intervention, Causes and Effect of 20th Century Wars, The Cold War: Superpower Tensions & Rivalries, Authoritarian States, History Amercias: 1880-1981 (2018)	
Foreign Language	Vista Higher Learning: Senderos 1 (2021)	0

	Vista Higher Learning: Senderos 2 (2021)	
	Vista Higher Learning: Senderos 3 (2021)	
	Vista Higher Learning: Galeria de lengua y cultura 1 Español para hispanohablantes (2021)	
	Vista Higher Learning: Galeria de lengua y cultura 2 Español para hispanohablantes (2021)	
	Vista Higher Learning: Temas Para Español B Spanish for the IB Diploma (2021)	
	Carnegie Learning: ¡Que Chevere! 4 2nd Ed. (2021)	
	Vista Higher Learning: Intrigas Advanced Spanish through Literature and Film 3rd Edition (2021)	
	Pearson: Reflexiones Introducción a la literatura hispánica (2021)	
	Vista Higher Learning: D'Accord! 1 (2021)	
	Vista Higher Learning: D'Accord! 2 (2021)	
	Vista Higher Learning: D'Accord! 3 (2021)	
	Carnegie Learning: T'es branché 4 (2021)	
	Vista Higher Learning: Imaginez 4th Edition Le Francaise Sans Frontieres (2021)	
	Vista Higher Learning: Face-A-Face Conversation Sans Frontieres 3 (2021)	
Health	N/A	N/A
Visual and Performing Arts	Glencoe/McGraw-Hill: Art Talk (2002)	0
	Glencoe/McGraw-Hill: The Stage and the School (2002)	
	Glencoe/McGraw-Hill: Music! Its Role and Importance in Our Lives (2002)	
Science Laboratory Equipment (grades 9-12)	Sufficient appropriate laboratory equipment is available in all science classrooms	0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

General
Indian Springs High School opened in 2012 and is the newest of nine high schools in the San Bernardino City Unified School District. The school serves students in the southern portion of the city of San Bernardino and the western portion of the city of Highland. It has 102 classrooms, a library, a gymnasium, a multipurpose room, and an administration office. The school has a focus on Science, Technology, Engineering, and Mathematics (STEM) and provides students with rigorous and relevant coursework that will prepare them to graduate and be ready to enter the career or college of their choice. Indian Springs is an

School Facility Conditions and Planned Improvements

urban school serving predominantly Hispanic and African-American students with relatively low means of income. The mobility rate of students in this area is relatively high due to many factors such as low employment rates and housing that consists mostly of rentals and apartments.

Safety
To ensure student safety before, during and after the school day, rec aides, teachers, and administrators supervise the school grounds including the cafeteria, quad area, and athletic fields. Signs are posted throughout the campus to indicate all visitors must report to and register in the administration office. All staff and visitors wear appropriate identifying badges.

Maintenance and Repair
Safety concerns are the number one priority of Maintenance and Operations. The District's Mobile Maintenance Teams are proactive and conduct inspections to keep school sites in "good repair" on a continual basis. Also, the district staff at each site reports safety issues as they arise. Maintenance and Operations make necessary repairs to ensure that all schools are clean, safe, and functional. A work order process is used to ensure efficient service and emergency repairs are given the highest priority and work orders are completed in a timely manner.

Cleaning Process and Schedule
The district's Maintenance and Operations department works with the site principal or designee to develop cleaning runs for the site custodian(s). The site principal/designee then works with the site custodian(s) to ensure proper implementation of the cleaning runs to maintain a safe and clean school.

School Facility Improvements
Each year the district uses state and local funds to maintain and improve school sites. Planned improvements for this school for the 2024-25 school year are listed below:

The following improvements are made district-wide where necessary:
Interior and exterior paint
Repair or Replace of HVAC systems
Repair or Replace of gymnasium flooring
Repair or Replace of floor tiles and carpeting
Upgrade classroom technology

Large projects and school modernization information can be found at https://sbcusdfacilities.com/

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School Facility Good Repair Status
School Facility Good Repair Status (School Year 2024-25)
The district takes great effort to ensure that all schools are clean, safe, and functional. To assist in this effort, the district's Mobile Maintenance Teams use the Facility Inspection Tool (FIT), a survey instrument developed by the State of California Office of Public School Construction (OPSC). Results of this survey are available from the district's Maintenance and Operations Department.
The most recent facilities inspection took place October, 2024.
Results of this site's most recent survey are included below, and any associated repairs were completed by the end of March 2025.

Year and month of the most recent FIT report	10/4/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Plug in air fresheners are in use. An outlet splitter is in use. Paint has been peeled from the interior walls. Plug in air fresheners are in use. An outlet splitter is in use. Paint has been peeled from the interior walls.
Interior: Interior Surfaces		X		Remove brackets from a wall.

School Facility Conditions and Planned Improvements

Three ceiling tiles are out of position. Graffiti on the walls, Storage Rm. door, and the steel fence in the hallway outside.

Two ceiling tiles are out of position.

Ceiling tiles are punctured throughout. The exit sign above the west doors has been damaged. Two of three fire extinguishers are only accessible with a key. Plastic laminate is missing from the front of a display case.

Plug in air fresheners are in use. Two bulletin boards have been removed from the walls by the doors. Remove brackets then patch and paint the holes.

Plug in air fresheners are in use. An outlet splitter is in use. Paint has been peeled from the interior walls. The east interior wall is damaged above the white board.

Two of the Boys urinal partitions are loose. The soap in the steel soap dispensers is discolored to a dark brown.

Two ceiling tiles are out of position. An outlet splitter is in use.

One ceiling tile is out of position.

A plug in air freshener is in use. The west interior wall has been patched and needs paint.

The door to the kiln area wont shut. The west interior wall has a three inch hole up high by the window. The fire extinguisher is missing.

The eye wash near the exterior door is loose and missing, mostly. One gas valve leaks. It is wrapped with green tape. Some lab faucets leak when water is turned on.

One ceiling tile is missing.

The Boys urinal #2 and toilet #3 both leak. The TP dispenser in the Boys stall #3 is damaged. The Boys faucet #1 is not working and faucet #6 is loose. The Girls stall door #4 wont close.

Paint is being peeled from the interior wall by the northeast doors, by the southeast door to be vi

Graffiti on dispensers, partitions, and walls. Stall door hinges will not operate (need lubricant).

One ceiling tile is out of position.

One ceiling tile is out of position. A plug in air freshener is in use.

The southeast doorway has an ant nest. The bookcases by the doors are not fastened to the wall.on

The carpet has tape residue on it. The latch strike plate is loose on the northeast door jamb.

The northeast door cannot be opened from the outside when it has been in the sun. The fire extinguisher is outdated. Use as a storage room has damaged the flooring. The latch on one interior door does not work. The southeast door will not shut.

14 ceiling tiles are out of position or missing. The Boys urinal #2 leaks.

Two ceiling tiles are damaged.

Toilet #3 leaks. The TP dispenser in stall #1 is missing the lock. Sink #1 has a plugged drain. Graffiti on walls and partitions. Shower #2 on the left leaks. Shower #4 on the right is missing the head. The panic bar on the

School Facility Conditions and Planned Improvements

			door to the north hallway is not working. The ceiling hatch in the north hallway is missing a lock. The front of the communications box has been damaged and removed. Ceiling tiles are stained and damaged. The north exterior door has graffiti scratched in it. One light fixture is out in the Mens RR. The Mens RR has a leaking hose bib and water covers the floor. The Mens RR has graffiti in stall #1. The #3 toilet on the right in the Womens RR is not working. The Womens RR has three lamps out. Outside the outlet is missing a cover. The Mens RR has water damage to the ceiling above the toilet. The toilet valve vibrates a lot when operated.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X		The floor is dirty. Storage close to the ceiling. The carpet is stained. Storage is near the ceiling. Two of the Boys urinal partitions are loose. The soap in the steel soap dispensers is discolored to a dark brown. The fire extinguisher by the door to F-9 expired in December 2019. High storage near the ceiling. The big chrome fire extinguisher is outdated. Storage blocks access to the custodial sink and the roof ladder. Four light fixtures are out. In the Womens RR one light fixture is out, one other lamp is out, and something is beeping. The Mens RR has graffiti on the exterior of the door and piss in the corners outside. The Mens RR has two lamps out. The handle on the Mens RR door is loose and the door slams. The southeast doorway has an ant nest. The bookcases by the doors are not fastened to the wall.on
Electrical	X		T-3 One LED light is out. S-Wing Hallway Ceiling tiles are punctured throughout. The exit sign above the west doors has been damaged. Two of three fire extinguishers are only accessible with a key. Q-5 The surface mount electrical channel next to the door is missing an end cap. P-3 Lights are not working. M-2 One north door wont shut. The clock is not working. L-2 The clock is not working. C-1 A junction box is open above the storage room door and in the room with the alphabet rug and in the Staff RR. V-Wing Concessions The big chrome fire extinguisher is outdated. Storage blocks access to the custodial sink and the roof ladder. Four light fixtures are out. V-Wing West RRs In the Womens RR one light fixture is out, one other lamp is out, and something is beeping. The Mens RR has graffiti on the exterior of the door and piss in the corners outside. The Mens RR has two lamps out. The handle on the Mens RR door is loose and the door slams. Football Stadium Home Side The front of the communications box has been damaged and

			removed. Ceiling tiles are stained and damaged. The north exterior door has graffiti scratched in it. V-Wing East RRs One light fixture is out in the Mens RR. The Mens RR has a leaking hose bib and water covers the floor. The Mens RR has graffiti in stall #1. The #3 toilet on the right in the Womens RR is not working. W-Wing RRs (Pool) The Womens RR has three lamps out. Outside the outlet is missing a cover. The Mens RR has water damage to the ceiling above the toilet. The toilet valve vibrates a lot when operated.
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X	Toilets #3 & #4 leak. Urinal #2 leaks. One toilet leaks. The Boys urinal #2 and toilet #3 both leak. The TP dispenser in the Boys stall #3 is damaged. The Boys faucet #1 is not working and faucet #6 is loose. The Girls stall door #4 wont close. Urinal #4 on the wall with the sinks does not wash down the bowl when flushed. Two toilets are plugged. Plumbers are working on it. The toilet leaks. 14 ceiling tiles are out of position or missing. The Boys urinal #2 leaks. Toilet #3 leaks. The TP dispenser in stall #1 is missing the lock. Sink #1 has a plugged drain. Graffiti on walls and partitions. Shower #2 on the left leaks. Shower #4 on the right is missing the head. The panic bar on the door to the north hallway is not working. The ceiling hatch in the north hallway is missing a lock. One light fixture is out in the Mens RR. The Mens RR has a leaking hose bib and water covers the floor. The Mens RR has graffiti in stall #1. The #3 toilet on the right in the Womens RR is not working. The Womens RR has three lamps out. Outside the outlet is missing a cover. The Mens RR has water damage to the ceiling above the toilet. The toilet valve vibrates a lot when operated. A plug in air freshener is in use. The eye wash near the exterior door is missing almost everything. The eye wash near the exterior door is loose and missing, mostly. One gas valve leaks. It is wrapped with green tape. Some lab faucets leak when water is turned on. Door lock was plugged. Exterior green fountains are not working. The RR faucet is difficult to operate. The RR faucet is difficult to operate. One faucet leaks in the north counter. Toilet #3 leaks. The TP dispenser in stall #1 is missing the lock. Sink #1 has a plugged drain. Graffiti on walls and partitions. Shower #2 on the left leaks. Shower #4 on the right is missing the head. The panic bar on the door to the north hallway is not working. The ceiling hatch in the north hallway is missing a lock. The green fountain has water around its base. The fencing has been opened up on the left side of the shotput.

School Facility Conditions and Planned Improvements

Safety: Fire Safety, Hazardous Materials		X	Access to the Electrical Panel is blocked by furniture. Plug in air fresheners are in use. The horn strobe in the conference area is covered. Ceiling tiles are punctured throughout. The exit sign above the west doors has been damaged. Two of three fire extinguishers are only accessible with a key. The exterior of the door is completely covered with decoration. The exterior of the door is covered with decorative paper and LED lights that are powered by an extension cord. The exterior of the door is covered with decorative paper. Plug in air fresheners are in use. The fire extinguisher bracket is loose. A permanently installed extension cord is in use. The fire extinguisher is missing from the wall by Mr. Salmons office. Plug in air fresheners are in use. A plug in air freshener is in use. The door lock is loose. A plug in air freshener is in use. The floor is dirty. Storage close to the ceiling. The carpet is stained. Storage is near the ceiling. A plug in air freshener is in use. Plug in air fresheners are in use. Two bulletin boards have been removed from the walls by the doors. Remove brackets then patch and paint the holes. Access to the fire extinguisher is blocked by the OptiClean. Plug in air fresheners are in use. A plug in air freshener is in use. An outlet splitter is in use. Plug in air fresheners are in use. An outlet splitter is in use. Paint has been peeled from the interior walls. An outlet splitter is in use. Plug in air fresheners are in use. A plug in air freshener is in use. Plug in air fresheners are in use. Plug in air fresheners are in use. The fire extinguisher is missing. In the kiln area outside the fire extinguisher needs to be serviced. A plug in air freshener is in use. Two ceiling tiles are out of position. An outlet splitter is in use. A plug in air freshener is in use. The west interior wall has been patched and needs paint. The door to the kiln area wont shut. The west interior wall has a three inch hole up high by the window. The fire extinguisher is missing. A plug in air freshener is in use. The eye wash near the exterior door is missing almost everything. The fire extinguisher by the door to F-9 expired in December 2019. High storage near the ceiling. A plug in air freshener is in use. The eye wash near the exterior door is loose and missing, mostly. One gas valve leaks. It is wrapped with green tape. Some lab faucets leak when water is turned on. Access to the electrical panel is blocked by a bookcase.

School Facility Conditions and Planned Improvements

			There are no fire extinguishers, nor any signage or brackets for them. A plug in air freshener is in use. One ceiling tile is out of position. A plug in air freshener is in use. The northeast door cannot be opened from the outside when it has been in the sun. The fire extinguisher is outdated. Use as a storage room has damaged the flooring. The latch on one interior door does not work. The southeast door will not shut. Access to one of the fire extinguishers is blocked by instrument storage. The big chrome fire extinguisher is outdated. Storage blocks access to the custodial sink and the roof ladder. Four light fixtures are out. The fire pressure is low. Tape covers the horn strobe. Tape covers the horn strobe. A plug in air freshener is in use.
Structural: Structural Damage, Roofs	X		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X	A portable set of bleachers is upside down with broken casters (5 x 1). Three ceiling tiles are out of position. Graffiti on the walls, Storage Rm. door, and the steel fence in the hallway outside. A plug in air freshener is in use. The door lock is loose. The door wont shut, because it hits the jamb. The northeast door wont shut. One north door wont shut. The clock is not working. The door to the kiln area wont shut. The west interior wall has a three inch hole up high by the window. The fire extinguisher is missing. The door closest to F-2 wont shut. The northwest door wont shut. One fire extinguisher has been discharged. Both southeast doors will not shut. Door lock was plugged. Exterior green fountains are not working. Graffiti on dispensers, partitions, and walls. Stall door hinges will not operate (need lubricant). The carpet has tape residue on it. The latch strike plate is loose on the northeast door jamb. The northeast door cannot be opened from the outside when it has been in the sun. The fire extinguisher is outdated. Use as a storage room has damaged the flooring. The latch on one interior door does not work. The southeast door will not shut. The east door wont close. The south exterior door squeaks loudly and will not shut. The south exterior door will not shut. Toilet #3 leaks. The TP dispenser in stall #1 is missing the lock. Sink #1 has a plugged drain. Graffiti on walls and partitions. Shower #2 on the left leaks. Shower #4 on the right is missing the head. The panic bar on the door to the north hallway is not working. The ceiling hatch in the north hallway is missing a lock.

School Facility Conditions and Planned Improvements

The stall door hinges in the RR need lubricant.
In the Womens RR one light fixture is out, one other lamp is out, and something is beeping. The Mens RR has graffiti on the exterior of the door and piss in the corners outside. The Mens RR has two lamps out. The handle on the Mens RR door is loose and the door slams.
The green fountain has water around its base. The fencing has been opened up on the left side of the shotput.
The front of the communications box has been damaged and removed. Ceiling tiles are stained and damaged. The north exterior door has graffiti scratched in it.
Fabric on the north fence is damaged.

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	39	46	33	35	47	48
Mathematics (grades 3-8 and 11)	9	15	20	22	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	409	395	96.58	3.42	45.57
Female	205	200	97.56	2.44	49.00
Male	204	195	95.59	4.41	42.05
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	41	38	92.68	7.32	39.47
Filipino	--	--	--	--	--
Hispanic or Latino	350	339	96.86	3.14	46.61
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--

White	--	--	--	--	--
English Learners	65	62	95.38	4.62	9.68
Foster Youth	--	--	--	--	--
Homeless	61	60	98.36	1.64	36.67
Military	--	--	--	--	--
Socioeconomically Disadvantaged	389	377	96.92	3.08	46.15
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	54	50	92.59	7.41	16.00

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	409	399	97.56	2.44	14.79
Female	205	202	98.54	1.46	11.88
Male	204	197	96.57	3.43	17.77
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	41	39	95.12	4.88	5.13
Filipino	--	--	--	--	--
Hispanic or Latino	350	342	97.71	2.29	16.08
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	65	63	96.92	3.08	4.76
Foster Youth	--	--	--	--	--
Homeless	61	60	98.36	1.64	8.33
Military	--	--	--	--	--

Socioeconomically Disadvantaged	389	380	97.69	2.31	14.47
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	54	52	96.30	3.70	1.92

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	17.83	24.09	17.92	19.85	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	852	837	98.24	1.76	21.39
Female	392	386	98.47	1.53	20.98
Male	458	449	98.03	1.97	21.38
American Indian or Alaska Native	0	0	0	0	0
Asian	18	18	100.00	0.00	44.44
Black or African American	75	71	94.67	5.33	18.31
Filipino	--	--	--	--	--
Hispanic or Latino	733	722	98.50	1.50	20.50
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	15	15	100.00	0.00	26.67
White	--	--	--	--	--
English Learners	116	112	96.55	3.45	1.79
Foster Youth	--	--	--	--	--
Homeless	131	128	97.71	2.29	15.63
Military	--	--	--	--	--
Socioeconomically Disadvantaged	818	803	98.17	1.83	21.30
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	123	120	97.56	2.44	3.33

2024-25 Career Technical Education Programs

Career Technical Education Programs (School Year 2025-2026)
As a contributing partner in the development of the region's workforce, the San Bernardino City Unified School District offers a wide variety of high quality CTE courses in 13 of the 15 industry sectors identified by the State of California. Each CTE course addresses the current job market and is part of a sequence of courses that form Programs of Study (Career Pathways) that link high school and post-secondary programs. All CTE courses in the district are A-G approved through the UC Doorways system and students have the opportunity to earn dual enrollment early college credits as well as articulated early college credits in many of the CTE courses throughout the district. The course curriculum is rigorous, relevant, and aligned to the California Department of Education Career Technical Education Model Curriculum Standards. In addition, all CTE courses include a work-based learning component offering the benefits of authentic application of knowledge and skills in a real-world setting.

INDIAN SPRINGS HIGH SCHOOL
Academy of Health Science & Medical Technology
Sports Medicine Pathway (Silver)
Patient Care Pathway (Silver)
Academy of Manufacturing & Product Development
Machining Pathway (Silver)
Academy of Arts, Media, and Entertainment
Technical Theater Pathway (Silver)

2024-25 Career Technical Education Programs

Digital Design Pathway (Silver)
Commercial Music Pathway
Academy of Marketing, Sales & Services
Marketing Pathway (Silver)

CTE Advisory Board Members:
Brad Gates, San Bernardino County Workforce Development
Gina King, San Bernardino County Human Resources
Virginia Martinez, CEO Technical Employment Training
Becky Lepins, Teamsters Local 1932
Shelli Stockton, University of Redlands

Industries Represented:
Arts, Media, Entertainment
Building and Construction Trades
Business and Finance
Education, Child Development, and Family Services
Energy, Environment, and Utilities
Engineering and Architecture
Health Science and Medical Technologies
Hospitality, Tourism, and Recreation
Information and Communication Technologies
Manufacturing and Product Development
Marketing, Sales & Service
Public Services
Transportation

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	905
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	24
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	36.8

2024-25 Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
Pupils Enrolled in Courses Required for UC/CSU Admission	97.96
Graduates Who Completed All Courses Required for UC/CSU Admission	54.94

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	89.5	90.8	90.4	90.8	91.6

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

Each school provides multiple options for parents to participate in the educational process. Opportunities vary from site to site but include parent centers, parent education programs, Parent Teacher Association (PTA), School Site Council (SSC), English Learners Advisory Committee (ELAC), Gifted and Talented Education (GATE) Advisory Committee, African American Parent Advisory Council (AAPAC), homework hotlines, auto-callers, parent conferences, family curricular theme nights, parent training and education, classroom and playground volunteers, and leadership opportunities for parents. For more information about these and other opportunities, please contact the school.

-Back the Pack Night
-School Site Council
-ELAC
-Coffee with the Principal

(Organized by ISHS Program Facilitator)

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	6.2	6.4	4.5	9.9	9.7	7.5	8.2	8.9	8
Graduation Rate	90.9	91	92.5	82.1	83.2	84.8	86.2	86.4	87.5

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	441	408	92.5
Female	190	175	92.1
Male	249	231	92.8
Non-Binary	--	--	--
American Indian or Alaska Native	0	0	0.00
Asian	13	11	84.6
Black or African American	34	34	100.0
Filipino	0	0	0.00
Hispanic or Latino	378	349	92.3
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	--	--	--
English Learners	90	74	82.2
Foster Youth	--	--	--
Homeless	94	82	87.2
Socioeconomically Disadvantaged	432	402	93.1
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	78	64	82.1

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/acgrinfo.asp.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2084	1983	685	34.5
Female	992	939	333	35.5
Male	1089	1042	352	33.8
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	40	37	7	18.9
Black or African American	204	185	83	44.9
Filipino	--	--	--	--
Hispanic or Latino	1758	1684	562	33.4
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	26	23	11	47.8
White	37	37	16	43.2
English Learners	330	312	127	40.7
Foster Youth	32	25	11	44.0
Homeless	326	307	129	42.0
Socioeconomically Disadvantaged	2019	1923	677	35.2
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	347	330	121	36.7

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement	State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
7.93	7.47	4.61	5.14	4.92	4.03	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.59	0.28	0.14	0.17	0.16	0.14	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.61	0.14
Female	4.03	0.00
Male	5.14	0.28
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	6.37	0.00
Filipino	0.00	0.00
Hispanic or Latino	4.44	0.17
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	8.11	0.00
English Learners	5.76	0.30
Foster Youth	9.38	0.00
Homeless	4.60	0.31
Socioeconomically Disadvantaged	4.71	0.15
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	8.07	0.29

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

Date of Last Review/Update: Dec. 16, 2025
Date Last Reviewed with Faculty: July 31, 2025

Every student and teacher has the right to attend a school free from physical and psychological harm. To help schools achieve these vital goals, the State of California has mandated that each K-12 school develop a comprehensive school safety plan. Reviewed annually, a school's safety plan is the result of a systematic planning process in cooperation with local public safety agencies, community leaders, parents, pupils, teachers, administrators, and other persons interested in the prevention of campus crime and violence. Each school's safety plan addresses the following key areas: preparedness, mitigation and prevention, response and recovery.

In close cooperation with the California Schools Risk Management (Joint-Powers Authority), local police and fire departments, the district's Office of Safety and Emergency Management conducts periodic safety inspections of district sites and provides correction reports to site administrators. A follow-up system is in place to ensure timely compliance and correction of discrepancies.

School sites also conduct scheduled drills for anticipated emergency situations (such as fires, earthquakes and lockdowns) to prepare students, staff, and other stakeholders how to appropriately respond to those emergencies. The district follows California's mandated Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS) for emergency management. The Office of Safety and Emergency Management is also tasked with coordinating the response and recovery of emergencies or other disasters affecting the SBCUSD.

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	16	81	53	8
Mathematics	23	34	30	15
Science	24	22	27	23
Social Science	24	27	27	22

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	17	76	39	10
Mathematics	16	75	29	7
Science	17	52	31	8
Social Science	17	55	35	5

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	15	93	35	11
Mathematics	14	101	25	5
Science	15	73	21	10
Social Science	14	74	24	8

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	365.8

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$9,298.00	$2,692.97	$6,605.03	$76,459.99
District	N/A	N/A	$8065.05	$106,752
Percent Difference - School Site and District	N/A	N/A	-11.4	-33.1
State	N/A	N/A	$11,146	$100,333
Percent Difference - School Site and State	N/A	N/A	-51.2	-27.0

Fiscal Year 2024-25 Types of Services Funded

Types of Services Funded (Fiscal Year 2024-2025)

All categorically funded programs within the San Bernardino City Unified School District (SBCUSD) aim to ensure that every student achieves proficiency in state and local standards. This commitment extends to all student groups, including English Learners (ELs), Long-Term English Learners (LTELs), Socio-Economically Disadvantaged (Low-Income), African American, American Indian, Asian, Filipino, Hispanic, Pacific Islander, Homeless, Foster Youth, Students with Disabilities, Two or More Races, and White students.

To achieve this, each school site employs a continuous improvement process known as Plan, Do, Study, Act (PDSA). This framework actively engages key Educational Partners, including Principals, Teachers, support staff, parents, and students at the secondary level. Together, these Educational Partners form the School Site Council (SSC). The SSC is tasked with developing, annually reviewing, evaluating, and revising the School Plan for Student Achievement (SPSA). This comprehensive plan leverages self-study and collaborative efforts to ensure the alignment and effective use of all available resources, directing them toward delivering a high-quality educational program that supports student success. Recognizing that some students may face challenges meeting academic standards and graduation requirements, categorical program funds are allocated to provide targeted support. These funds serve as supplemental educational resources to enhance the core instructional program and address the unique needs of at-promise students.

Categorical funds are specifically designated for:

additional personnel time
professional development opportunities
supplemental instructional materials
specialized services
equipment
supplies
These funds are supplementary and must not replace or supplant the base program. Categorical Programs at SBCUSD sites implemented programs, including:
Every Student Succeeds Act (ESSA) Title I, Part A: Supporting the lowest-performing Socio-Economically Disadvantaged (Low Income) students to meet the challenge academic standards in Reading, Writing, Math, and Science. Local Control Funding Formula (LCFF): Supplemental and Concentration Funds to support high-needs for Unduplicated Pupils (English Learners, Long Term English Learners, Low-Income, and Foster Youth). District-Level Categorical Programs provide support services and instructional initiatives aimed at improving overall student outcomes.
ESSA Title II, Part A: Supporting effective instruction, professional development of teachers and administrators, and recruitment and retention efforts.
ESSA Title III: Language instruction for English Learners and immigrant students; ESSA Title IV, Part A: Promoting a safe, healthy learning environment, access to well-rounded education, and technology integration for personalized learning.

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ESSA Title VI, Indian Education: Provides federal funding to support Native American students' educational needs and cultural heritage. It aims to improve academic achievement while fostering connections to Native cultures, languages, and traditions.
Carl D. Perkins Act: Provides funding for Career and Technical Education (CTE) programs that emphasize accountability, educational partner collaboration, and the targeting of underserved populations through enhanced local needs assessments.
Career Technical Education Incentive Grant (CTEIG): A California program to enhance K-12 CTE pathways, complementing Perkins by focusing on California workforce needs and fostering education-business collaboration.

SBCUSD and the State identify schools with the greatest needs using local and State data, including student progress indicators and the California Dashboard. These programs aim to provide additional resources, implement data-driven improvement plans to address significant equity gaps, and ensure student group performance improves over time. These initiatives include:

SBCUSD Focus Schools: a District-level program to support historically low-performing schools with additional support, oversight, and accountability.
Equity Multiplier: Aims to reduce educational inequities by providing extra funding to schools with high levels of need. Schools qualify based on Socio-Economically Disadvantaged rates of over 70% and student non-stability greater than 25%. Funding is directed toward evidence-based initiatives to address disparities without replacing existing resources.
Comprehensive Support and Improvement (CSI): a Federally-mandated support system under ESSA aimed at helping the lowest-performing schools in a state. Schools are typically identified for CSI if they are among the bottom 5% of schools based on performance metrics or have graduation rates below a certain threshold (e.g., less than 67%).
Targeted Support and Improvement (TSI): focuses on schools where specific student groups (e.g., based on race, income, disability, or English language proficiency) consistently underperform to reduce disparities.
Additional Targeted Support and Improvement (ATSI): ATSI is a subset of TSI. Schools are identified for ATSI when one or more student groups perform at a level comparable to the lowest-performing 5% statewide schools. ATSI designation often involves more intensive interventions than TSI.
These coordinated efforts aim to ensure equitable opportunities and sustained academic success for all SBCUSD students.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$66,593	$60,863
Mid-Range Teacher Salary	$100,142	$93,575
Highest Teacher Salary	$134,052	$125,548
Average Principal Salary (Elementary)	$154,138	$157,645
Average Principal Salary (Middle)	$158,814	$165,341
Average Principal Salary (High)	$184,897	$182,580
Superintendent Salary	$405,133	$357,064
Percent of Budget for Teacher Salaries	25.09%	30.36%
Percent of Budget for Administrative Salaries	3.81%	4.88%

2024-25 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	12.9

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	2
Mathematics	1
Science	4
Social Science	7
Total AP Courses Offered Where there are student course enrollments of at least one student.	14

Professional Development

The San Bernardino City Unified School District is committed to hiring the best staff available and to providing ongoing opportunities to support and increase professional practice for educators. Teacher Induction Program (TIP) mentors, Peer Assistance Review (PAR) consulting teachers, peer mentors, and content specialists work with teachers on a regular basis. Teachers, paraprofessionals, and administrators are all provided opportunities to participate in professional development (PD) programs. An analysis of site academic and behavioral data is used to provide focus to each site's Single Site Plan for Student Achievement and used to guide the creation of the site professional development plan. The site administrators and Professional Development Team (PDT) work together to establish the focus of site professional development that takes place during weekly early release Collaboration Days. Additionally, the district provided district wide staff development which included 3 days in 2019-20, 4 days in 2020-21, 3 days in 2021-22, 3 days in 2022-23, 3 days in 2023-24, 2 days in 2024-2025, 2 days in 2025-2026, as well 6 additional 90-minutes district professional development sessions during the year.

SBCUSD offers a variety of professional development opportunities to support the improvement of instructional practice. The goal of all professional development is to increase student proficiency in core subject areas. Targeted support is provided in the areas of culturally relevant instruction, strategies to assist English Learners, essential components of an ELD lesson, implementation of the Common Core State Standards, creating rigorous standards-aligned units of study, building a solid foundation in Algebra, GATE strategies, implementing Positive Behavior Supports, restorative practices, and integrating technology into daily instruction.

School sites support the focus of their identified instructional improvements with site-based professional development, and joblike learning communities work through issues using work-embedded time. District-wide banked-time (Collaboration Days) provides an opportunity for sites to develop their Professional Learning Communities and levels of collaboration focused on student achievement. New teachers and teacher interns participate in the Teacher Induction Program (TIP) which focuses on the California Standards for the Teaching Profession.

The San Bernardino City Unified School District uses individualized, job-embedded coaching focused on the CSTP (teachers) and CPSELs (administrators) and in-person workshops with on the job follow up feedback. Administrators, teachers and community members receive professional development through job-embedded time, after-school workshops, off-track/vacation training times, conference attendance, collaboration/ coordination with local university programs, online delivery of professional development content and individual mentoring. Opportunities are created for development in curriculum writing, assessment of standards and instructional best practices, including teaching to the appropriate depth of knowledge and disciplinary literacy. Additionally, Special Education offers a variety of PD opportunities to support the Individual Education Plans (IEPs) of identified students. Professional development is focused around current district, state, and national trends in the area of Special

Professional Development

Education. At present, available topics include successful implementation of strategies for students with Autism, curriculum for different disability groups, behavior management, data analysis, social skills, English Language Development (ELD), Behavior Professional Development Support Plans (BSPs), and legally defensible documents that best support students and meet state requirements. This year the emphasis of the districtwide PD was the continued integration of UDL and Teacher Clarify alongside the implementation of PLC teams. In addition, KAGEN cooperative learning strategies were brought to all teachers to help facilitate increased differentiation for our English Learner and Special Education student groups. Training was delivered on the use of a districtwide formative assessment and diagnostic software platform, which provides teachers with data to identify student learning needs and maximize instruction. Additionally, District administrators and educators are continuing to receive professional development and coaching around Professional Learning Communities and Universal Design for Learning (UDL).

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This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	3	2	2